

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**FORM 2-CH  
COMPREHENSIVE HEALTH**

**STANDARDS STATUS REPORT  
FUNCTIONAL, READINESS, AND FOUNDATIONS LEVELS**

**SCORING:** Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using designated color for review date. Items in parenthesis are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comment section. Teachers should feel free to add any comments to clarify student skills, e.g., how student performs task by drawing, printing, using computer, Braille, or printed word.

**STANDARD 1: COMPREHENSIVE HEALTH**

Students comprehend concepts related to health promotion and disease prevention.

**FUNCTIONAL (Ages 3-21)**

*Within the functional context of home, school, work, and community environments, students know and are able to do the following:*

<b>STANDARD 1: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>1CH-FS1. Use safe and healthy eating and drinking habits.</b>					
PO 1. Communicate need for food and drink (e.g., say more, sign more, open mouth, gaze at picture, relax stomach muscles to accept food through non-oral means).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Discriminate between foods vs. nonfood items.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 3. Indicate preference for foods.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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STANDARD 1: COMPREHENSIVE HEALTH		Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) 1CH-FS1 continued			See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 4.	Remove solid/textured food from spoon when being fed (e.g., coordinate manipulation of food, breathing, and swallowing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5.	Eat finger foods.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6.	Select bite size pieces (e.g., chew food sufficiently before swallowing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7.	Use eating utensils and napkin appropriately.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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FUNCTIONAL (Ages 3-21) 1CH-FS1 continued			See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 8.	Drink from a variety of containers (e.g., cup, glass, straw, sports bottle, can, or water fountain).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 9.	Serve self at table (e.g., at home or cafeteria, carry tray without spilling, open lunch bag/box).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 10.	Consume food and drink from a known source and/or that has been prepared/refrigerated properly (e.g., drink from own glass, not others).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-FS2. Follow routines for personal health behaviors.					
PO 1. Communicate need to use toilet or be changed (e.g., use movement, vocalization, or crying to express discomfort, ask location of toilet in new situations).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Assist in meeting toilet needs and routines (e.g., assist in transfer to changing table or toilet, adjust clothing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Participate in maintaining cleanliness (e.g., allow washing of hands/face, bathing, washing hair, shaving, oral hygiene, nasal hygiene, and menstrual hygiene).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Assess and maintain appropriate personal appearance (e.g., hair grooming, nail care, use of deodorant).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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FUNCTIONAL (Ages 3-21) 1CH-FS2 continued			See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 5. Maintain and care for prosthetic devices (e.g., dentures, glasses, hearing aids, and braces).			P B R	P B R	P B R	P B R
			1 1 1	4 4 4	7 7 7	11 11 11
			2 2 2	5 5 5	8 8 8	
			3 3 3	6 6 6	9 9 9	
PO 6. Follow established routines (e.g., take medication, eat at scheduled times, drink fluids, and rest).			P B R	P B R	P B R	P B R
			1 1 1	4 4 4	7 7 7	11 11 11
			2 2 2	5 5 5	8 8 8	
			3 3 3	6 6 6	9 9 9	
PO 7. Select and purchase personal hygiene items (e.g., grooming items, deodorant, feminine hygiene products).			P B R	P B R	P B R	P B R
			1 1 1	4 4 4	7 7 7	11 11 11
			2 2 2	5 5 5	8 8 8	
			3 3 3	6 6 6	9 9 9	
					10 10 10	

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FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>1CH-FS3. Select and wear appropriate clothing.</b>					
PO 1. Locate own clothing and accessories (e.g., prosthetic devices, watch, and jewelry).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Dress or assist in dressing for school or work.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Select clean clothing and change underclothes regularly (e.g., discriminate between clean and dirty clothes).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Select and wear clothes appropriate to activity/occasion/weather conditions.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Select and purchase clothes appropriate for age/size/occasion.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1CH-R1. Identify personal well-being health behaviors.					
PO 1. Name healthy behaviors that relate to:  A) Personal hygiene (toothbrush, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods, trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Demonstrate healthy behaviors that relate to:  A) Personal hygiene (tooth brushing, flossing, hand washing, and grooming). B) Nutrition (eating a variety of foods trying new foods, eating at least five fruits and vegetables per day). C) Physical activity (participating in some form of physical activity every day).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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READINSS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>1CH-R2. Identify basic emotions (e.g., love, fear, anger) that affect physical health.</b>					
PO 1. Recognize different feelings (emotions) (e.g., mad, sad, happy, frustration, fear, and pride).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe “through pictures” a variety of emotions experienced daily.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>1CH-R3. Identify basic anatomy (e.g., legs, arms, hands, feet).</b>					
PO 1. Name body parts by teacher illustration.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Locate at least five out of seven body parts illustrated.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11



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<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>1CH-R4. Describe how the family influences personal health.</b>					
PO 1. Describe healthy family activities (e.g., preparing meals, doctor visits).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe how families share time together.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>1CH-R5. Identify elements of the environment (air, water, ground, and pollutants) that affect personal health.</b>					
PO 1. Identify different types of pollution.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe something in the air, water, and ground that affect personal health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>1CH-R6. Recognize basic symptoms of, and prevention strategies for common illnesses and diseases.</b>					
PO 1. List signs and symptoms of common illnesses.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Name common communicable diseases.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>1CH-R7. Understanding the body needs nutrients for energy, growth, and body maintenance.</b>					
PO 1. Describe why the body needs food.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Identify healthy snack choices.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

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READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>1CH-R8. Identify safe and healthy eating habits.</b>					
PO 1. Select foods that contribute to good health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. State the importance of breakfast.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. List safe eating habits.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>1CH-F1. Describe relationships between personal health behavior (e.g., sleep, diet, fitness, and personal hygiene) and individual well-being.</b>					
PO 1. Explain positive effects of a balanced, healthy lifestyle (e.g., being alert, rested, energetic, healthy).					
PO 2. Explain importance of personal health promoting behaviors (e.g., covering sneezes and coughs, proper hand washing, adequate sleep, healthy diet, physical activity).					
<b>1CH-F2. Identify indicators of mental, emotional, social, and physical health during childhood.</b>					
PO 1. Describe how feelings affect behavior (anger, fear, pride, happiness, sadness, and frustration).					
PO 2. Recognize the importance of developing friendships.					
PO 3. Describe at least three ways to prevent the spread of germs.					

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<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>1CH-F3. Describe the basic structure and functions of the human body systems.</b>					
PO 1. Identify the parts of the digestive and circulatory system.					
PO 2. Describe the functions of the digestive and circulatory systems.					
<b>1CH-F4. Describe how heredity, family life, and individual lifestyle affect personal health.</b>					
PO 1. Explain how hereditary traits are passed on from parents to children (e.g., high blood pressure, diabetes, poor eyesight).					
PO 2. Explain how eating/activity habits affect lifestyle.					
<b>1CH-F5. Describe how environmental health and personal health are related.</b>					
PO 1. Show relationships of behavior to environment (e.g., weather and appropriate dress, pollen and allergies/asthma, pollution and respiration, pollution and skin).					

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<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>1CH-F6. Identify health problems that should be detected and treated early and the reasons why.</b>					
PO 1. Describe health problems and early detection.					
PO 2. Describe the benefits of early treatment.					
<b>1CH-F7. Identify the characteristics, causes, prevention, and treatment of common childhood injuries and illnesses.</b>					
PO 1. List common childhood illnesses, their causes, and prevention.					
PO 2. List common childhood injuries, their causes, prevention, and treatment.					
PO 3. Illustrate ways to keep germs from spreading.					
PO 4. Illustrate ways to prevent injuries.					

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## STANDARD 2: COMPREHENSIVE HEALTH

Students demonstrate the ability to access accurate health information.

### FUNCTIONAL (Ages 3-21)

*Within the functional context of home, school, work, and community environments, students know and are able to do the following:*

STANDARD 2: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>2CH-FS1. Access health and emergency resources.</b>					
PO 1. Communicate name and address, phone number, and who to contact in emergency situations (e.g., laminated card, bracelet).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Seek help for self or others when sick or injured (identify health concerns, e.g., point to where pain is; indicate I am diabetic, I have allergies; contact 911).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use basic first aid procedures (e.g., wash minor cuts and cover with a Band-Aid, apply pressure to stop bleeding, apply cool water to a burn).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Schedule and keep medical appointments (e.g., take and show medical insurance card upon request, wait appropriately until called).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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<b>STANDARD 2: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>2CH-R1. Identify resources and health helpers from home and school that provide health and emergency information.</b>					
PO 1. Name those who are health helpers.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify emergency medical service (e.g., dial 911).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Illustrate access to emergency medical service.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>2CH-R2. Demonstrate the ability to locate home and school health helpers.</b>					
PO 1. State your name, physical address, and phone number.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Describe resources (health helpers) available at home and school.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11



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<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>2CH-F1. Identify characteristics of accurate health information (e.g., research-based, current) and health-promoting products (e.g., weight scales, thermometers, eyeglasses) and services (e.g., school meal program, school nurse, after-school activities).</b>					
PO 1. List sources of accurate/reliable health information.					
PO 2. List health-promoting products.					
PO 3. Name health-promoting services that contribute to health.					
<b>2CH-F2. Demonstrate the ability to locate resources from home, school, and community that provide accurate health information.</b>					
PO 1. Describe health/emergency agencies that provide services (i.e., community health agencies, school, poison control centers, Web sites).					
<b>2CH-F3. Explain how media influence the selection and use of health information, products, and services.</b>					
PO 1. Describe how advertisement affects choices.					
PO 2. Identify ways media (movies) influence health decisions.					
<b>2CH-F4. Demonstrate the ability to locate home and school health helpers.</b>					
PO 1. Convey how to access appropriate health and emergency services.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 2: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>2CH-F5. Locate and describe the roles of resources (health workers and organizations) from the school and community.</b>					
PO 1. State appropriate agencies to contact.					
PO 2. Identify resources (e.g., parents, health department, fire department).					
<b>2CH-F6. Describe the consequences of appropriate and inappropriate use of drugs and medicine.</b>					
PO 1. Identify safe practices of taking medicine and storing properly.					
PO 2. Identify the harmful effects of inappropriate use of drugs and medicine.					
<b>2CH-F7. Identify when and how to seek emergency medical assistance and shelter.</b>					
PO 1. Demonstrate how to contact parents and/or emergency services in emergency situations.					
PO 2. Recall emergency numbers.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

### STANDARD 3: COMPREHENSIVE HEALTH

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risk.

#### FUNCTIONAL (Ages 3-21)

*Within the functional context of home, school, work, and community environments, students know and are to do the following:*

STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>3CH-FS1. Use strategies to ensure personal safety.</b>					
PO 1. Travel in pairs or small groups in a variety of settings with adult supervision.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Travel independently (e.g., travel about school grounds, cross streets with and without traffic signals, use public transportation, and dial-a-ride).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Identify safe and unsafe situations (e.g., refuse to get into unfamiliar car, identify appropriate person(s) to ask for assistance if lost or in danger, identify inappropriate advances/touches, identify appropriate and inappropriate information to share when answering the phone).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 3: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21) 3CH-FS1 continued</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
PO 4. Identify common dangers in the environment (e.g., water safety, car safety, latch safety, household dangers such as electricity, poison, hot stove, and hot water).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Use small appliances and utensils safely (e.g., use care in using fans, matches, sharp and breakable objects).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Respond to environmental cues for safety (e.g., smoke, flames, fire alarm, exit signs, out of order signs, yellow tape lines, crosswalk signs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Use household tools/equipment safely and appropriately to perform a variety of tasks (e.g., cleaning solutions).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

STANDARD 3: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>3CH-R1. Identify basic personal health needs and the roles exercise, nutrition, hygiene, and relationships play in maintaining them.</b>					
PO 1. Discuss the value of good health habits (adequate sleep, exercise, nutrition).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate universal precautions through examples (e.g., not touching blood, bodily fluids, hand washing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>3CH-R2. Identify behaviors that are safe and those that are harmful.</b>					
PO 1. List safe behaviors and harmful behaviors.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Name safe rules of walking, riding in a car and on a bike.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 3: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>3CH-R3. Identify types of injuries and their causes.</b>					
PO 1. List injuries and causes.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Draw a picture of someone injured and show the cause of the injury.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>3CH-R4. Identify stressful situations, feelings, and physical responses.</b>					
PO 1. Recognize stressful situations.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Recognize feelings and physical responses to stress.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definition in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 3: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>3CH-F1. Identify responsible healthy behaviors and compare them to risky/harmful behaviors (e.g., responsible: tooth brushing, exercise, sleep, nutrition; risky: the use of tobacco, alcohol, and other drugs).</b>					
PO 1. Discuss responsible healthy behavior vs. risky or harmful.					
<b>3CH-F2. Identify personal health needs and strategies to maintain or improve one's well-being.</b>					
PO 1. Discuss good health habits.					
PO 2. Discuss ways to promote and maintain good health habits.					
PO 3. Establish a plan for personal health standards.					
<b>3CH-F3. Identify hazards found in the home, school, and community and demonstrate ways to avoid or reduce the threats.</b>					
PO 1. List hazards found in the home, school, and community.					
PO 2. Discuss ways to avoid and/or reduce the threats.					
<b>3CH-F4. Apply skills to manage stress.</b>					
PO 1. Identify causes of stress.					
PO 2. Describe ways to reduce stress.					
<b>3CH-F5. Demonstrate first-aid procedures and appropriate responses to common emergencies in the home, school, and community.</b>					
PO 1. Describe a minimum of three first-aid procedures.					
PO 2. Determine correct response in case of accident or sudden illness.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

#### STANDARD 4: COMPREHENSIVE HEALTH

Students analyze the influence of culture, media, technology and other factors on health.

#### READINESS (Kindergarten)

*Students know and are able to do the following:*

STANDARD 4: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>4CH-R1. Identify the different foods of various cultures.</b>					
PO 1. List different foods from various cultures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use foods from various cultures to make a meal (using the food guide pyramid).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>4CH-R2. Identify media influences on health behaviors.</b>					
PO 1. List at least two healthy behaviors that are influenced by the media.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. List how media influence healthy behaviors.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11



Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definition in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 4: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>4CH-F1. Describe personal health behaviors (e.g., nutrition, exercise) in a variety of cultures.</b>					
PO 1. Demonstrate awareness of individual and ethnic variations of food choices and exercise.					
<b>4CH-F2. Explain how the media influence healthy behaviors.</b>					
PO 1. Describe how advertising influences health behaviors.					
PO 2. Describe how movies and cartoons influence healthy behavior.					
<b>4CH-F3. Describe ways technology can influence personal health.</b>					
PO 1. Explain how technology has influenced personal health (911 system, x-rays, BP cuffs, thermometers).					
<b>4CH-F4. Explain how information from school and family influences health.</b>					
PO 1. Explain how information from school and family influences health.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

# **STANDARD 5: COMPREHENSIVE HEALTH**

Students demonstrate the ability to use interpersonal skills to enhance health.

## **FUNCTIONAL (Ages 3-21)**

*Within the functional context of home, school, work, and community environments, students know and are able to do the following:*

<b>STANDARD 5: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>5CH-FS1. Follow rules of home, school, work, and community.</b>					
PO 1. Discriminate between acceptable and not acceptable behavior at various activities (e.g., school assemblies, sports events, dances, and use of playground equipment).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Demonstrate acceptable behavior in the classroom, workplace, or community (e.g., courteous behavior, waiting in line at the grocery store).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 3. Use communication skills in social context (e.g., show break card rather than throw materials; don't interrupt others; greet people appropriately; use phrases like please, thank you, excuse me, I'm sorry; raise hand at appropriate times; use telephone politely; and display appropriate table manners).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 4. Recognize and label feelings in self or others (e.g., point to pictures, use augmentative communication device, verbally identify feelings).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 5: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>5CH-R1. Identify verbal and nonverbal communications.</b>					
PO 1. Differentiate between nonverbal and verbal communication.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R2. Understand characteristics of responsible individuals, friends, and family.</b>					
PO 1. List what makes a person responsible.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Practice responsible healthy behavior.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R3. Identify a need, want, and feeling.</b>					
PO 1. Identify a need, want, and feeling.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R4. Identify how to communicate care, consideration, and respect of self and others.</b>					
PO 1. Demonstrate (show) how to communicate care, consideration, and respect of self and others.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

STANDARD 5: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>5CH-R5. Identify characteristics of attentive listening skills that build and maintain healthy relationships.</b>					
PO 1. List characteristics of attentive listening skills.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Illustrate behavior that demonstrates active listening.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R6. Identify refusal skills that enhance health.</b>					
PO 1. List refusal skills.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Recognize when to use refusal skills (when to say “no”).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 5: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>5CH-R7. Identify behaviors in conflict situations.</b>					
PO 1. Name behaviors seen in conflicts.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R8. Differentiate between negative and positive behaviors used in conflict situations.</b>					
PO 1. Identify negative and positive behaviors in conflict situations.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>5CH-R9. Demonstrate nonviolent strategies to resolve conflict.</b>					
PO 1. Demonstrate nonviolent strategies to resolve conflict.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definition in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 5: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>5CH-F1. Distinguish between verbal and nonverbal communication.</b>					
PO 1. Discuss differences between nonverbal and verbal communication.					
<b>5CH-F2. Describe characteristics needed to be a responsible friend and family member.</b>					
PO 1. Explain what it means to care and be a friend.					
PO 2. List characteristics needed to be responsible.					
<b>5CH-F3. Describe ways to communicate care, consideration, and respect of self and others.</b>					
PO 1. Explain how one communicates feelings (nonverbal and verbal).					
PO 2. Show use of effective "I" messages.					
<b>5CH-F4. Demonstrate healthy ways to express needs, wants, and feelings and identify a variety of ways to deal with them constructively and appropriately.</b>					
PO 1. Resolve conflict in socially acceptable ways.					
PO 2. Formulate self-esteem building skills.					
<b>5CH-F5. Demonstrate attentive listening skills to build and maintain healthy relationships.</b>					
PO 1. Explain characteristics of attentive listening.					
PO 2. Illustrate effective listening skills.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 5: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>5CH-F6. Describe refusal skills to enhance mental, emotional, and physical health.</b>					
PO 1. Explain how refusal skills enhance mental, emotional, and physical health.					
PO 2. Practice positive behavior towards others.					
<b>5CH-F7. Identify negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict.</b>					
PO 1. List negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict.					
PO 2. Explain the difference between negative and positive behaviors exhibited in conflict situations and strategies for mediating and resolving the conflict.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

# **STANDARD 6: COMPREHENSIVE HEALTH**

Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.

## **FUNCTIONAL (Ages 3-21)**

*Within the functional context of home, school, work, and community environments, students know and are able to do the following:*

<b>STANDARD 6: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>6CH-FS1. Achieve and maintain appropriate body weight.</b>					
PO 1. Identify/categorize foods into basic food groups.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Select healthy foods.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Develop menus of balanced meals using the basic food groups.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Use portion control.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Exercise regularly.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11



Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>6CH-FS2. Purchase food items, prepare simple recipes, use correct utensils appropriately, and handle food properly.</b>					
PO 1. Plan menu and shopping list using grocery ads (e.g., consistent with culture).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Shop for groceries within a given budget.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Prepare simple foods using written or picture directions (e.g., use microwave properly).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Handle food properly (e.g., put away perishable and/or nonperishable goods in appropriate storage areas, store food leftovers).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 5. Use kitchen appliances and utensils appropriately.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

STANDARD 6: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>6CH-FS3. Maintain a safe/clean/healthy living environment.</b>					
PO 1. Recognize need and initiate daily/weekly cleaning activities (e.g., full sink of dishes means it's time to wash, dry, and put away dishes, utensils, and pots; take out garbage/empty wastebaskets; wash, dry, and put away laundry).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Use equipment and household cleaning products appropriately to clean surfaces, appliances, and fixtures (e.g., wipe table counters; sweep/mop floors; vacuum carpets; clean tub, shower, toilet; clean yard).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Maintain safe and clean environments (e.g., change light bulbs, lock doors, turn off water to stop overflow, put items away).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

<b>STANDARD 6: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>READINESS (Kindergarten)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>6CH-R1. Identify the decision-making process.</b>					
PO 1. List steps in the decision-making process.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
<b>6CH-R2. Set a personal health goal and record progress toward achievement.</b>					
PO 1. List your personal health goals.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Record progress toward achievement.		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definition in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 6: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>6CH-F1. Apply a sound decision-making process to resolve health issues and problems.</b>					
PO 1. Explain positive strategies to resolve problems.					
PO 2. Describe positive strategies to resolve health issues.					
PO 3. Demonstrate positive decision-making to resolve a health issue or problem.					
<b>6CH-F2. Explain the effects of personal health care choices.</b>					
PO 1. Identify the effects of personal health choices (positive and negative).					
<b>6CH-F3. Set a personal health goal and track progress toward its achievement.</b>					
PO 1. List a personal health goal.					
PO 2. Chart progress toward achievement.					

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

# **STANDARD 7: COMPREHENSIVE HEALTH**

Students demonstrate the ability to advocate for personal, family, and community health.

## **FUNCTIONAL (Ages 3-21)**

*Within the functional context of home, school, work, and community environments, students know and are able to do the following:*

<b>STANDARD 7: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FUNCTIONAL (Ages 3-21)</b>		<b>See AST Score 1-3</b>	<b>See AST Score 4-6</b>	<b>See AST Score 7-10</b>	<b>See AST Score 11</b>
<b>7CH-FS1. Advocate for self.</b>					
PO 1. Express needs and preferences (e.g., making choices such as need for adaptive materials or medications during class and community activities through gestures, signs, pictures, or verbal communication).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 2. Present information related to their disability (e.g., suggestions for accommodations).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>
PO 3. Access advocacy and support groups for assistance (e.g., voice objections to barriers, know where to ask for help to make decisions about living situations and education).		<b>P B R</b> <b>1 1 1</b> <b>2 2 2</b> <b>3 3 3</b>	<b>P B R</b> <b>4 4 4</b> <b>5 5 5</b> <b>6 6 6</b>	<b>P B R</b> <b>7 7 7</b> <b>8 8 8</b> <b>9 9 9</b> <b>10 10 10</b>	<b>P B R</b> <b>11 11 11</b>

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

STANDARD 7: COMPREHENSIVE HEALTH	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
<b>7CH-R1. Identify accurate health information.</b>		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 1. Describe accurate health information (hygiene, safety, environmental, disease prevention, nutrition, self-care, conflict resolution).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
<b>7CH-R2. Identify positive health choices.</b>					
PO 1. List positive health choices.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SAIS Number: \_\_\_\_\_

**SCORING:** Use the AIMS-A Analytic Scoring Tool (AST) level definition in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

<b>STANDARD 7: COMPREHENSIVE HEALTH</b>	<b>Comments</b>	<b>Emergent</b>	<b>Supported</b>	<b>Functional</b>	<b>Independent</b>
<b>FOUNDATIONS (Grades 1-3)</b>		<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>	<b>See AST Definition</b>
<b>7CH-F1. Describe a variety of methods to convey accurate health information and ideas.</b>					
PO 1. Describe a variety of methods to convey accurate health information and ideas.					
<b>7CH-F2. Collect information about health issues.</b>					
PO 1. State health issues (safety, personal care, disease prevention, substance abuse prevention, nutrition, emotional, and family life).					
<b>7CH-F3. List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing).</b>					
PO 1. List a variety of ways to support others in making positive health choices (e.g., exercising, making healthy food choices, hand washing).					